DOCUMENT RESUME

ED 479 080 JC 030 383

TITLE	Connecticut Community Colleges Entering Student Survey, Fall 2002.
INSTITUTION	Connecticut Community-Technical Coll., Hartford. Board of Trustees.
PUB DATE	2003-00-00
NOTE	22p.; Prepared by the Office of Planning, Research and Assessment.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Community Colleges; *Educational Attainment; Graduation Rate; Nontraditional Students; *Outcomes of Education; Time Factors (Learning); *Time to Degree; Transfer Rates (College); *Two Year College Students; Two Year Colleges
IDENTIFIERS	*Connecticut

ABSTRACT

This study aims to examine the concept of "time to degree" in relation to community college students. Because many community college students take longer than 2 to 3 years to complete the equivalent of a 2-year Associate Degree, and because many community college students have no intention of graduating with a degree or certificate, graduation rates measured at 150% time are not necessarily appropriate benchmarks for measuring success rates. Many students, because of their work and family obligations, stop in and out of college for some time before completing their educational goals. The Connecticut Community College System's Entering Student Survey indicates that during the fall 2002 semester, 75% of students were working, and 71% were earning less than $25,000 a year. Seventy-seven percent were interested in learning skills to enhance their career, 50% were interested in earning an Associate Degree, and 35% were interested in transferring. Of the 16,174 people identified as entering students, 3,535 (22%) responded to the survey. The findings of the study are based on the 98% of respondents who were matched to their demographic data. The author finds that the implications of the study cluster around three categories: (1) graduation rates; (2) technology and scheduling; and (3) advisement and enrollment management. Research instrument appended. (Contains 13 tables.) (NB)

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Connecticut Community Colleges

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Entering Student Survey
(Fall 2002)

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Table of Contents

Table of Contents 2
Abstract 3
Introduction 4
Methods 4
Results 4
- Table 1 Paying for College 5
- Table 2 Hear About this College 5
- Table 3 Choosing this College 6
- Table 4 Class Meeting Times 7
- Table 5 Class Meeting Days 8
- Table 6 Internet Access 9
- Table 7 Internet Interest 9
- Table 8 Personal Skills 9
- Table 9 Goals 9
- Table 10 Primary Goal 10
- Table 11 Within and Across Group Differences 12

Discussion 14
- Graduation Rates 14
- Technology and Scheduling 15
- Advisement and Enrollment Management 15

Limitations 16
Appendix A 18
- Survey Instrument 19

Appendix B 20
- Technical Notes 21
  - Table 12 Valid Sample 21
  - Table 13 Student Demographics 22

Abstract

As a system we have yet to formally examine "Time to Degree", but we do know that many of our students often take longer than two or three years to complete the full-time equivalent of a two-year Associate Degree. We also know that many of our students have no intention of graduating with a degree or certificate. For these reasons graduation rate measures at 150% of normal time or three years are not necessarily appropriate benchmarks for measuring the success of community college programs. In this age of performance accountability, however, we must supply the evidence to substantiate this claim. In response to this need, the Institutional Research Council of the Connecticut Community College System developed an Entering Student Survey to collect information to validate, or not, what we think we know about our students.

During the Fall 2002 semester, 75% of community college students were working full-or part-time and 71% of them were earning less than $25,000 a year. Concerning their parents, 69% of the students reported that neither held a four-year degree. With respect to paying for college, students were primarily depending upon themselves or their spouse (54%), Federal/State Financial Aid (38%) and/or parents (24%). Students often claimed that they heard about their community college through a friend or family member (56%), a college publication (20%) or a School Counselor (19%). They often chose their college because it was close to home/location (61%), because of courses/programs offered (50%) and affordable tuition (45%). Students working full-time preferred the early and late evening time slots. Students working part-time preferred mid to late morning or early morning time slots. Students not working preferred a mid to late morning or early afternoon time schedule. Students working full-time selected Saturday and Sunday slightly more often than other students, but the percentages were low. A vast majority of students (83%) have internet access at home and many are interested in registering for classes on line (59%), receiving academic counseling online (47%), and taking a class on line (41%). They are often very interested in learning skills to enhance their careers (77%), completing an Associate Degree (50%) and transfer upon completion of their degree (35%).

Two goals stand out among all possible pairings, "Transfer With an Associate Degree" and the "Associate Degree" without mention of transfer. Full-time students with declared majors showed more interest in the ability to "Transfer With an Associate Degree" than other groups. All groups showed an interest in the Associate Degree without mention of transfer and this was especially true for those with declared majors.

Full-time students, especially those without a declared major, showed more interest in transferring without an Associate Degree than other groups. This group was also more likely to be unsure of their goals. Part-time students without declared majors showed more of an interest in personal development courses, job preparation, and other goals than other groups. Part-time students showed an interest in obtaining a Certificate more often than other groups regardless of major status. Students without declared majors showed more interest in meeting another college's requirements, regardless of enrollment status.

Introduction

As a system we have yet to formally examine "Time to Degree", but we do know that many of our students often take longer than two or three years to complete the full-time equivalent of a two-year Associate Degree. We also know that many of our students have no intention of graduating with a degree or certificate. For these reasons graduation rate measures at 150% of normal time or three years are not necessarily appropriate benchmarks for measuring the success of community college programs. In this age of performance accountability, however, we must supply the evidence to substantiate this claim. In response to this need, the Institutional Research Council of the Connecticut Community College System developed an Entering Student Survey to collect information to validate, or not, what we think we know about our students.

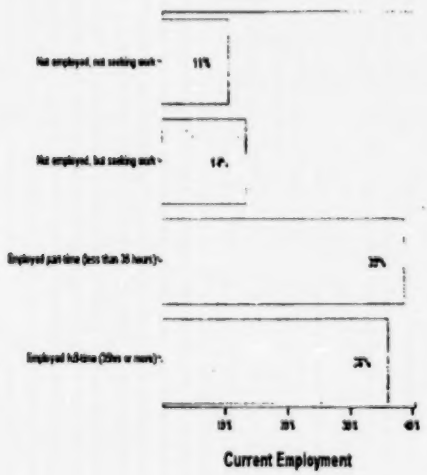
Methods

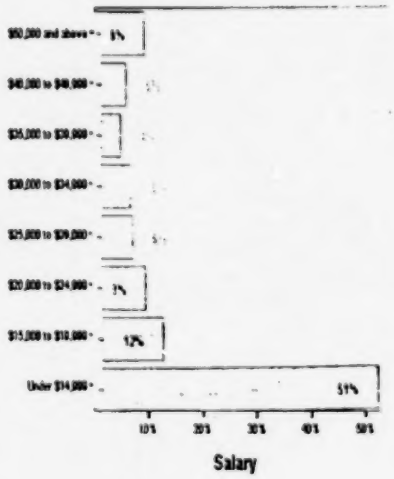
In the fall of 2002 the first administration of this survey took place at all 12 of the colleges. A total of 16,174 people were identified as students for whom this was their first college experience or transfer students and 3,535 (22%) responded to the survey. Of the 3,535 respondents to the survey we were able to match 3,458 (98%) with their demographic data from Banner. The findings of this study will be based on this matched sample.

College to system comparisons are not possible because the 12 colleges individually did not have a large enough number of returned surveys to state with an acceptable degree of statistical certainty that the responses are representative of their new and transfer student populations (95% Confidence Level, ±3% Confidence Interval)[1].

Results

For the Fall 2002 semester, 75% of the students in the sample were working full- or part-time and 71% of them were earning less than $25,000 a year.





[1] See Technical Notes at Appendix B for additional sample considerations.

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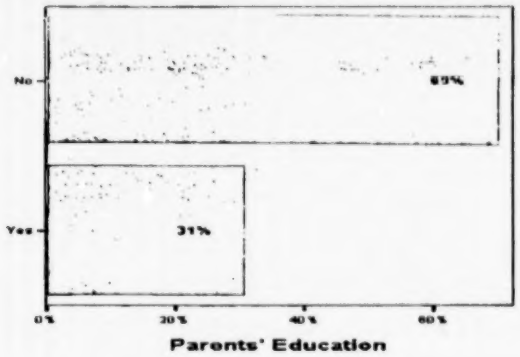
When asked: "Does either of your parents hold a Bachelor's degree (4 year college degree) or higher?" 69% said of the respondents said no.



Students were asked: "How do you expect to pay for your college courses?" Students were allowed multiple responses (See Table 1). Students were primarily depending upon themselves or their spouse (54%), Federal/State Financial Aid (38%) and/or parents (24%).

Table 1 Paying for College

Self/Spouse	1,865	54%
Federal/State Financial Aid	1,304	38%
Parents	842	24%
Student/Personal Loans	451	13%
Scholarship(s)	380	11%
Tuition Reimbursement	370	11%
Other	263	8%

Students were asked: "How did you hear about this college?" Students were allowed multiple responses (See Table 2). Students most often claimed that they heard about their community college through a friend or family member (56%), a college publication (20%) or a School Counselor (19%).

Table 2 Hear About this College

Friend/Family Member	1,933	56%
College Publication i.e. Catalog/Course Schedule	689	20%
School Counselor	664	19%
Current Student/Alumnus	440	13%
Other	429	12%
Internet/Online Search/Web Page	373	11%
School Teacher	274	10%
Newspaper	220	6%
Employer	129	4%
Television Advertisement	110	3%
Radio Advertisement	101	3%

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Students were asked: "Why did you choose to attend this college?" Students were allowed multiple responses (See Table 3). Students most often chose their college because it was close to home/location (61%), because of courses/programs offered (50%) and affordable tuition (45%).

Table 3 Choosing this College

Close to home/location	2,115	61%
Courses/Programs Offered	1,719	50%
Affordable Tuition	1,556	45%
Times Classes are Offered	939	27%
Transferability of Courses/Degree	886	26%
Advice of Teacher/Friend/Relative	624	18%
Availability of Financial Aid	410	12%
Reputation/Image	365	11%
Availability of Student Services	189	6%
Other	140	5%
Employer's Advice	72	2%

We have learned that for 27% of the new and transfer students across the Connecticut community college system, the times classes are offered played some role in their decision to enroll. Table 4 shows that preferences change based upon employment status with the mid to late afternoon (2pm-5pm) time slot being one of the least popular for everyone regardless of employment status.

Students working full-time preferred the evening time slots. Students working part-time preferred mid to late morning or early morning time slots. Students not working preferred a mid to late morning or early afternoon time schedule.

Table 5 illustrates that all students, regardless of employment status, report a preference for classes to be held on Monday through Thursday. Students working full-time selected Saturday and Sunday slightly more often than other students, but the percentages were low.

Table 4 Class Meeting Times

Everyone	Mid to Late Morning (10am - 12pm)	1,529	44%
	Early Evening (5-7pm)	1,261	37%
	Early Morning (8-10am)	1,093	32%
	Late Evening (7-10pm)	1,007	29%
	Early Afternoon (12-2pm)	940	27%
	Mid to Late Afternoon (2pm - 5pm)	428	12%
	Other	195	6%
Working FT	Early Evening (5-7pm)	692	56%
	Late Evening (7-10pm)	584	47%
	Mid to Late Morning (10am - 12pm)	224	18%
	Early Morning (8-10am)	217	18%
	Early Afternoon (12-2pm)	129	10%
	Other	115	9%
	Mid to Late Afternoon (2pm - 5pm)	76	6%
Working PT	Mid to Late Morning (10am - 12pm)	787	59%
	Early Morning (8-10am)	579	44%
	Early Afternoon (12-2pm)	473	36%
	Early Evening (5-7pm)	335	25%
	Late Evening (7-10pm)	239	18%
	Mid to Late Afternoon (2pm - 5pm)	205	16%
	Other	44	3%
Not Working	Mid to Late Morning (10am - 12pm)	494	59%
	Early Afternoon (12-2pm)	325	39%
	Early Morning (8-10am)	284	34%
	Early Evening (5-7pm)	216	26%
	Late Evening (7-10pm)	174	21%
	Mid to Late Afternoon (2pm - 5pm)	140	17%
	Other	36	4%

Table 5 Class Meeting Days

Everyone	Wednesday	2,665	77%
	Tuesday	2,652	77%
	Thursday	2,546	74%
	Monday	2,570	74%
	Friday	1,007	29%
	Saturday	546	16%
	Sunday	225	7%
Working FT	Wednesday	843	68%
	Tuesday	822	66%
	Monday	816	66%
	Thursday	771	62%
	Friday	362	30%
	Saturday	308	29%
	Sunday	135	11%
Working PT	Tuesday	1,111	84%
	Wednesday	1,110	84%
	Thursday	1,074	81%
	Monday	1,070	81%
	Friday	346	26%
	Saturday	120	9%
	Sunday	43	3%
Not Working	Tuesday	689	82%
	Wednesday	682	81%
	Thursday	670	80%
	Monday	657	78%
	Friday	287	34%
	Saturday	108	13%
	Sunday	43	5%

Students were asked about their access to the Internet. Multiple responses were permitted. Table 6 shows that 266 of 3,458 students (8%) reported having no Internet access; 2,858 (83%) reported having Internet access at home.

Table 6 Internet Access

Internet at Home	2,858	83%
Internet at Work	836	24%
Other Internet Access	701	20%
No Internet Access	266	8%

Students were asked about their interest in Internet activities. Multiple responses were permitted. Table 7 shows that 59% of the survey respondents were interested in registering for classes on line, 47% in receiving academic counseling online and 41% were interested in taking a class on line.

Table 7 Internet Interest

Registering for Classes Using Web Registration	1,994	59%
Receiving Academic Counseling Online	1,631	47%
Taking a Course via the Internet	1,415	41%

Students were asked: "What personal skills do you want to improve while attending college? The most frequent response was learning skills to enhance their careers (See Table 8).

Table 8 Personal Skills

To Learn Skills That Will Enhance My Career	2,647	77%
To Increase My Self-confidence	1,149	33%
To Improve Critical Thinking and Problem Solving Skills	1,133	33%
To Develop Better English Language Skills	745	22%
To Improve My Leadership Skills	737	21%
Other	290	8%

Students were asked: "What are your goals while attending college?" Multiple responses were permitted (See Table 9). Many students enrolled intending to complete an Associate Degree (50%) and 35% intend to transfer upon completing their degree.

Table 9 Goals

Associate Degree	1,719	50%
Transfer With an Associate Degree	1,209	35%
Fulfill Another College's Requirements	660	19%
Job Preparation/Retraining Course	644	19%
Certificate	562	16%
Personal Development Course(s)	536	16%
Improve English Skills/Proficiency	421	12%
Developmental (College Preparation) Education	379	11%
Job Promotion	355	10%
Unsure at this Time	343	10%
Transfer Without an Associate Degree	325	9%
Other Goal	254	7%

Students were then asked what their primary goal was from among the many possibilities they could have selected in response to the previous question. Students were asked to make one selection only (See Table 10).

Table 10 Primary Goal

	Frequency	Percent	Cumulative Percent
Associate Degree	944	27.3%	27.3%
Transfer With an Associate Degree	694	20.1%	47.4%
Fulfill Another College's Requirements	326	9.4%	56.8%
Certificate	243	7.0%	63.8%
Job Preparation/Retraining Course	226	6.5%	70.4%
Other Goal	167	4.8%	75.2%
Personal Development Course(s)	166	4.8%	80.0%
Transfer Without an Associate Degree	151	4.4%	84.4%
Unsure at this Time	121	3.5%	87.9%
Improve English Skills/Proficiency	99	2.9%	90.7%
Job Promotion	85	2.5%	93.2%
Developmental (College Preparation) Education	68	2.0%	95.2%
Multiple Responses	95	2.7%	97.9%
Missing Data	73	2.1%	100.0%
Total	3,458	100.0%	

Significant differences in goal selection exist among full- and part-time students, $\chi^2(13, \underline{N}=3458)=382.081$, $\underline{p}<.01$. Significant differences exist among students with and without a declared major, $\chi^2(13, \underline{N}=3458)=560.959$, $\underline{p}<.01$. Significant differences also exist in the interaction of major and full- and part-time status both within and between groups; for students with a declared major, $\chi^2(13, \underline{N}=2210)=148.583$, $\underline{p}< .01$, and for students with no declared major, $\chi^2(13, \underline{N}=1248)=198.737$, $\underline{p}< .01$. These differences within and across groups are discussed in the next two paragraphs and are displayed numerically and visually on the next two pages

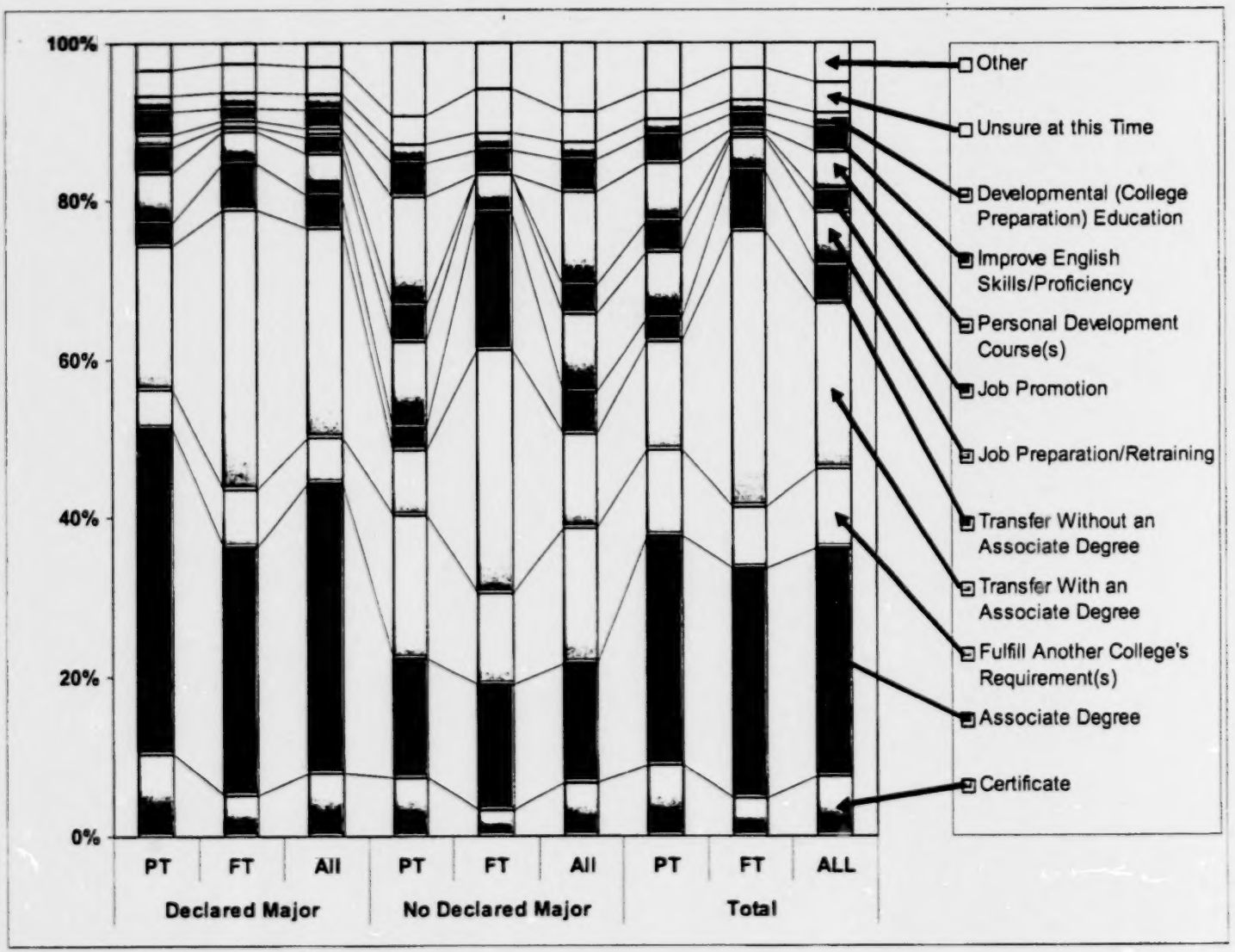
Two goals stand out, "Transfer With an Associate Degree" and the "Associate Degree" without mention of transfer. Full-time students with declared majors showed more interest in the ability to "Transfer With an Associate Degree" than other groups. All groups showed an interest in the Associate Degree without mention of transfer and this was especially true for students with declared majors.

Full-time students, especially those without a declared major, showed more interest in transferring without an Associate Degree than other groups. This group was also more likely to be unsure of their goals. Part-time students without declared majors showed more of an interest in personal development courses, job preparation, and other goals than other groups. Part-time students showed an interest in obtaining a Certificate more often than other groups regardless of major status. Students without declared majors showed more interest in meeting another college's requirements, regardless of enrollment status.

Table 11 Within and Across Group Differences

	Declared Major			No Declared Major			Total		
	PT	FT	All	PT	FT	All	PT	FT	ALL
Certificate	116	49	165	72	6	78	188	55	243
Associate Degree	460	306	766	148	30	178	608	336	944
Fulfill Another College's Requirement(s)	53	70	123	181	22	203	234	92	326
Transfer With an Associate Degree	204	348	552	83	59	142	287	407	694
Transfer Without an Associate Degree	32	57	89	29	33	62	61	90	151
Job Preparation/Retraining	71	39	110	107	9	116	178	48	226
Job Promotion	36	5	41	44	0	44	80	5	85
Personal Development Course(s)	18	8	26	140	0	140	158	8	166
Improve English Skills/Proficiency	34	17	51	42	6	48	76	23	99
Developmental (College Preparation) Education	23	18	41	23	4	27	46	22	68
Unsure at this Time	37	36	73	37	11	48	74	47	121
Other	38	26	64	92	11	103	130	37	167

	Declared Major			No Declared Major			Total		
	PT	FT	All	PT	FT	All	PT	FT	ALL
Certificate	10.34%	5.01%	7.85%	7.21%	3.14%	6.56%	8.87%	4.70%	7.39%
Associate Degree	41.00%	31.26%	36.46%	14.83%	15.71%	14.97%	28.68%	28.72%	28.69%
Fulfill Another College's Requirement(s)	4.72%	7.15%	5.85%	18.14%	11.52%	17.07%	11.04%	7.86%	9.91%
Transfer With an Associate Degree	18.18%	35.55%	26.27%	8.32%	30.89%	11.94%	13.54%	34.79%	21.09%
Transfer Without an Associate Degree	2.85%	5.82%	4.24%	2.91%	17.28%	5.21%	2.88%	7.69%	4.59%
Job Preparation/Retraining	6.33%	3.98%	5.24%	10.72%	4.71%	9.76%	8.40%	4.10%	6.87%
Job Promotion	3.21%	0.51%	1.95%	4.41%	0.00%	3.70%	3.77%	0.43%	2.58%
Personal Development Course(s)	1.60%	0.82%	1.24%	14.03%	0.00%	11.77%	7.45%	0.68%	5.05%
Improve English Skills/Proficiency	3.03%	1.74%	2.43%	4.21%	3.14%	4.04%	3.58%	1.97%	3.01%
Developmental (College Preparation) Education	2.05%	1.84%	1.95%	2.30%	2.09%	2.27%	2.17%	1.88%	2.07%
Unsure at this Time	3.30%	3.68%	3.47%	3.71%	5.76%	4.04%	3.49%	4.02%	3.68%
Other	3.39%	2.66%	3.05%	9.22%	5.76%	8.66%	6.13%	3.16%	5.08%


100%
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Declared Major
No Declared Major
Total
Other
Unsure at this Time
Developmental (College Preparation) Education
Improve English Skills/Proficiency
Personal Development Course(s)
Job Promotion
Job Preparation/Retraining
Transfer Without an Associate Degree
Transfer With an Associate Degree
Fulfill Another College's Requirement(s)
Associate Degree
Certificate

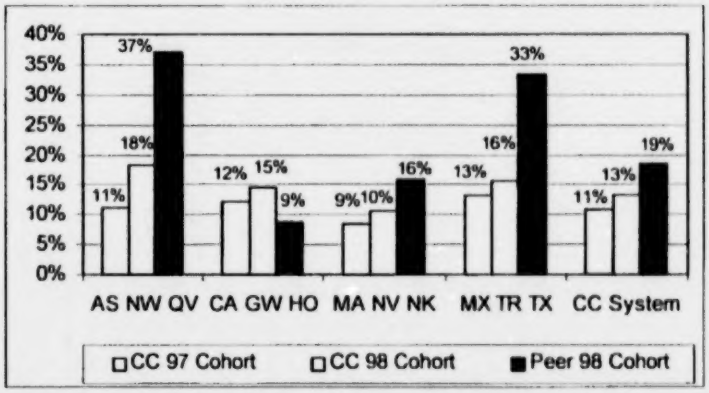
13

Discussion

There are numerous implications that can be drawn from the results of this survey. For this author, they tend to cluster around three categories: graduation rates, technology and scheduling, and advisement and enrollment management.

Graduation Rates

Connecticut Community College graduation rates are depicted graphically below. These are the cohorts of first-time, full-time degree seeking students who entered a Connecticut community college in the Fall of 1997 and the Fall of 1998 and who graduated three years later. We must report these figures annually to the National Center for Education Statistics in Washington D.C. and as part of the Board of Governors' annual performance measurement project. Our graduation rates are low and in some cases lower than our peers, but this is not necessarily a bad thing.



This particular measure works well for a traditional pattern of college attendance, but these are not the majority of our students. About 4,000 people graduate from the community colleges each year and it takes many of our students a long time to finish their program of study. We know this from talking with our students even though we have yet to examine "Time to Degree" in a formal research study. Many of these students are working adults with low income, who are supporting families, and who stop in and out of college numerous times along the way. With the results of this Entering Student Survey, we can now speak with confidence and hard evidence about the many students who hope to graduate some day and the many who have no intention of ever getting a degree or certificate.

There is also a problem inherent with the methodology used to collect this data. "Degree Seeking" students are defined as students with declared majors. Community college students may have a declared major and have no intention of ever completing a program. Many of our students enroll as college graduates seeking skill training or upgrades. Others enroll with career or transfer aspirations. Many students have no intention of ever getting a degree or certificate from a community college. Asking students to declare majors, even when they have no intention of completing a program, helps us to ensure that we are providing them with the targeted support services

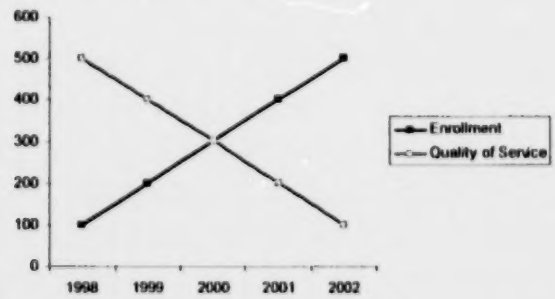
necessary to help facilitate their intended future. At the same time, this practice negatively impacts the calculation of graduation rates because the size of the cohort is artificially inflated. As a system we are far more concerned with the former.For all of these reasons graduation rate measures at 150% of normal time or three years are not necessarily appropriate benchmarks for measuring the success of community college programs. In this age of performance accountability, however, we must supply the evidence to substantiate this claim. With the results of this Entering Student Survey, we have that evidence.

Technology and Scheduling

Even with 71% of our employed students earning less than $25,000 a year, 83% of our students have access to the Internet from home and there is considerable interest in web registration, advising and courses. It is likely that in the not so distant future students will be more computer literate than faculty and staff if the skills of community college employees aren't kept current and perhaps even considered as conditions of employment where appropriate. Community college students lead busy lives; 75% of them are working either full- or part-time. These people don't want to wait in long registration lines; they are interested in web registration. Many don't want to make a special trip to campus to seek advising. The more they can do away from campus or, if on-campus, at days and times convenient to them, and not us, the more satisfying the learning environment will be for them. The results of this survey re-enforces the need to keep our technology infrastructure well maintained and current. Demand for more flexible, technology based, customer oriented services will increase throughout the system of community colleges.

Advisement and Enrollment Management

The survey results have implications for advisement and enrollment management. Students without declared majors are more likely to be interested in transfer without an Associate Degree, to be unsure about their goals, and to be more interested in personal development courses, job preparation, meeting another college's requirements and other goals. We need to reach out to this group of students if we are to retain them in greater numbers and help them meet their goals. We monitor our enrollments every semester with an eye for hitting some magic number that is larger than the year before. We don't pay as much attention to our obligation to balance enrollments with quality service. This is especially critical in these times of budget woes. We must continue to respond with quality service for those students who we accept and need us the most. At what point can growth no longer be the objective?

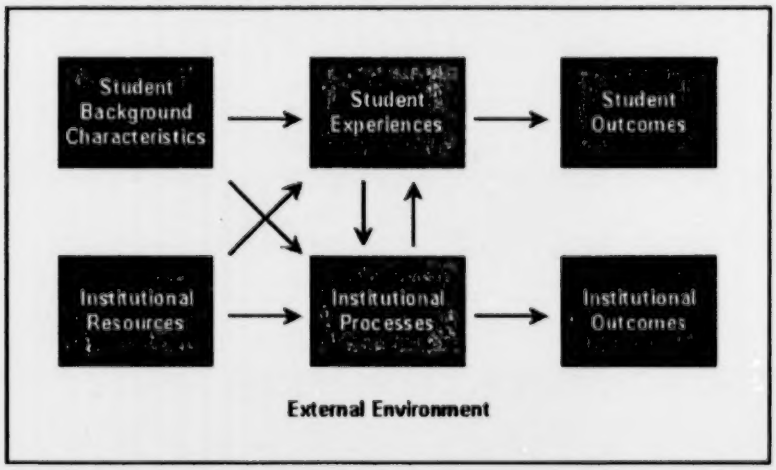


Limitations

As this was the first semester working with the vendor, there were some data issues. There are also issues around the proper Banner coding of "student type" that enable us to identify new and transfer students and provide the necessary cohorts for graduation rates and other tracking studies.

The Entering Student Survey has been extremely helpful in enhancing our ability to present a factual illustration of community college students in Connecticut. The Entering Student Survey, however, is not sufficient. A formal "Time to Degree" study is needed to further our understanding of student enrollment and will be the next major "student oriented" research project for the system's Office of Planning, Research and Assessment. The two studies will complement each other and provide a more comprehensive understanding of students who enroll in community colleges. The Entering Student Survey should be administered every fall in order to monitor trends and provide relevant information that the system can use to facilitate colleges' work in the area of institutional effectiveness.

Once these projects are in place, the system next needs to continue the development of a comprehensive assessment of student and institutional outcomes.



The theoretical model used by the system's Office of Planning, Research and Assessment includes resources, processes, and outputs, in keeping with the supporting literature of Pascarella and Terranzini, Astin, Pace and others. Often researchers focus on the outer elements of this model, the resources and background characteristics and output components. The Entering Student Survey is one such example.

The model advocates for an additional emphasis on the process component. It attempts to flesh out what has often been a great leap of faith between inputs and outputs by looking not only at what the relationships are, but why they exist. For example, how do we know if a student outcome can be attributed to anything a college may have contributed?

16

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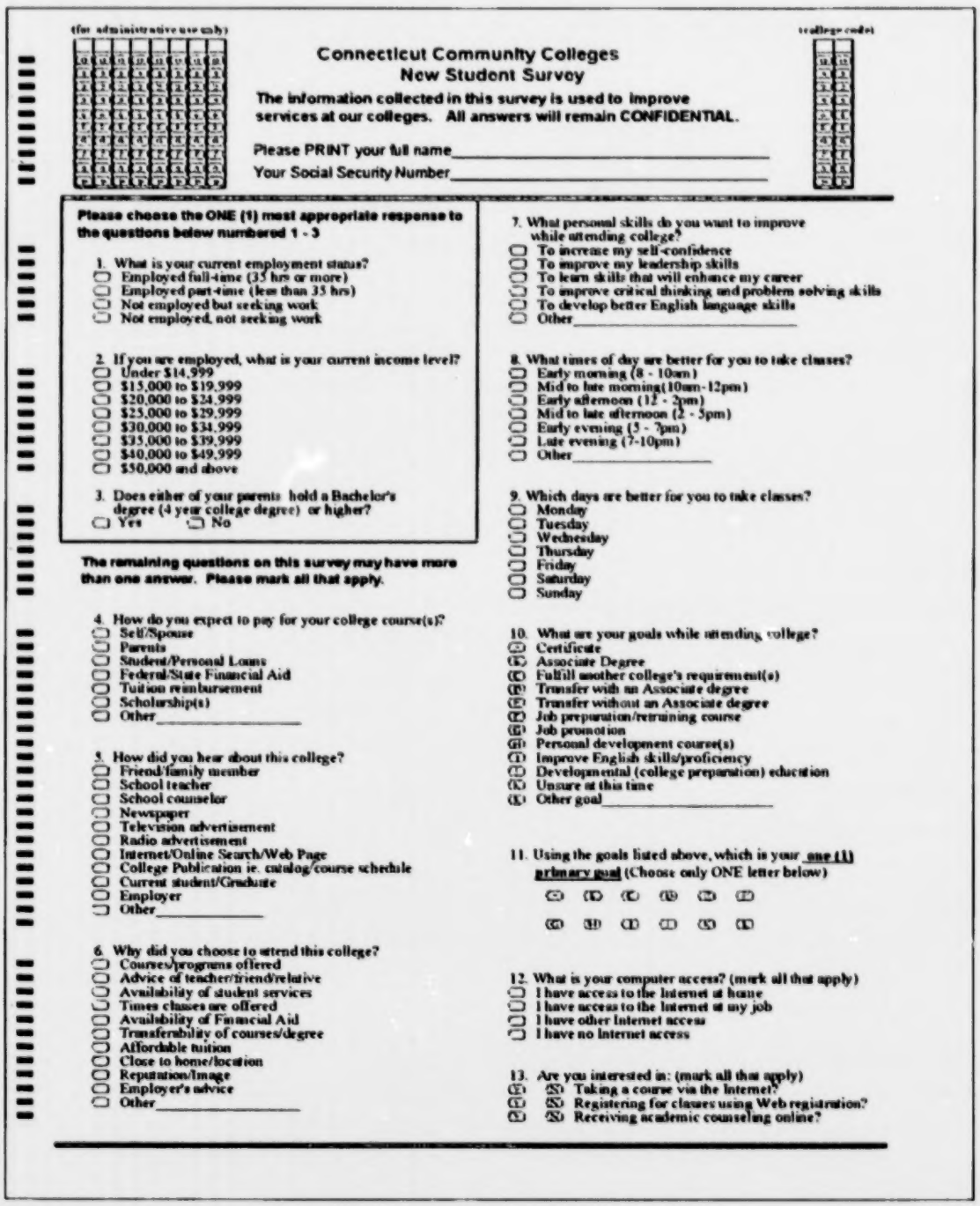
This model includes students, the institution, the external environment and the interaction among them. In essence, it begs answers to two very important questions that define assessment. How do college, student, and community characteristics, processes or experiences affect student outcomes (learning, development, retention and/or goal attainment)? How do college, student, and the external environment, processes or experiences affect college outcomes?

This is the system research agenda that is needed to comprehensively assess the performance of the system and the students enrolled.

17

Appendix A

Survey Instrument



(for administrative use only)

(college code)

Connecticut Community Colleges
New Student Survey

The information collected in this survey is used to improve services at our colleges. All answers will remain CONFIDENTIAL.

Please PRINT your full name_____

Your Social Security Number_____

Please choose the ONE (1) most appropriate response to the questions below numbered 1 - 3

1. What is your current employment status?
   - Employed full-time (35 hrs or more)
   - Employed part-time (less than 35 hrs)
   - Not employed but seeking work
   - Not employed, not seeking work

2. If you are employed, what is your current income level?
   - Under $14,999
   - $15,000 to $19,999
   - $20,000 to $24,999
   - $25,000 to $29,999
   - $30,000 to $34,999
   - $35,000 to $39,999
   - $40,000 to $49,999
   - $50,000 and above

3. Does either of your parents hold a Bachelor's degree (4 year college degree) or higher?
   - Yes
   - No

The remaining questions on this survey may have more than one answer. Please mark all that apply.

4. How do you expect to pay for your college course(s)?
   - Self/Spouse
   - Parents
   - Student/Personal Loans
   - Federal/State Financial Aid
   - Tuition reimbursement
   - Scholarship(s)
   - Other_____

5. How did you hear about this college?
   - Friend/family member
   - School teacher
   - School counselor
   - Newspaper
   - Television advertisement
   - Radio advertisement
   - Internet/Online Search/Web Page
   - College Publication ie. catalog/course schedule
   - Current student/Graduate
   - Employer
   - Other_____

6. Why did you choose to attend this college?
   - Courses/programs offered
   - Advice of teacher/friend/relative
   - Availability of student services
   - Times classes are offered
   - Availability of Financial Aid
   - Transferability of courses/degree
   - Affordable tuition
   - Close to home/location
   - Reputation/Image
   - Employer's advice
   - Other_____

7. What personal skills do you want to improve while attending college?
   - To increase my self-confidence
   - To improve my leadership skills
   - To learn skills that will enhance my career
   - To improve critical thinking and problem solving skills
   - To develop better English language skills
   - Other_____

8. What times of day are better for you to take classes?
   - Early morning (8 - 10am)
   - Mid to late morning(10am-12pm)
   - Early afternoon (12 - 2pm)
   - Mid to late afternoon (2 - 5pm)
   - Early evening (5 - 7pm)
   - Late evening (7-10pm)
   - Other_____

9. Which days are better for you to take classes?
   - Monday
   - Tuesday
   - Wednesday
   - Thursday
   - Friday
   - Saturday
   - Sunday

10. What are your goals while attending college?
    - (A) Certificate
    - (B) Associate Degree
    - (C) Fulfill another college's requirement(s)
    - (D) Transfer with an Associate degree
    - (E) Transfer without an Associate degree
    - (F) Job preparation/retraining course
    - (G) Job promotion
    - (H) Personal development course(s)
    - (I) Improve English skills/proficiency
    - (J) Developmental (college preparation) education
    - (K) Unsure at this time
    - (L) Other goal_____

11. Using the goals listed above, which is your **one (1) primary goal** (Choose only ONE letter below)

    (A) (B) (C) (D) (E) (F)

    (G) (H) (I) (J) (K) (L)

12. What is your computer access? (mark all that apply)
    - I have access to the Internet at home
    - I have access to the Internet at my job
    - I have other Internet access
    - I have no Internet access

13. Are you interested in: (mark all that apply)
    - (A) Taking a course via the Internet?
    - (B) Registering for classes using Web registration?
    - (C) Receiving academic counseling online?

19

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Appendix B

Technical Notes

This report is based on a matched sample of 3,458 matched survey returns. After the fact, 168 additional surveys for Housatonic Community College were discovered, a result of vendor error. The total matched sample for Housatonic went from 184 to 352, still not enough to meet the 616 valid sample threshold for a 95% CL at a ±3% CI (See Table 12). These 168 surveys were also not enough to proportionally change the system outcomes reported in this paper.

Table 12 Valid Sample

College	N or D	Adjusted for Inmates	Surveys Returned	Matched Sample	Surveys Needed for 95% (+3)
ASCC	637	501	182	175	341
CACC	2237	2237	343	338	723
GWCC	2205	2205	258	256	719
HOCC	1454	1454	184	184	616
(late returns)			168		616
MACC	1897	1897	344	341	683
MXCC	952	952	191	189	503
NKCC	1778	1778	553	552	667
NVCC	1844	1844	456	423	676
NWCC	584	584	170	169	378
QVCC	542	542	205	201	360
TRCC	1178	1178	368	368	560
TXCC	1542	1542	271	262	631

Based on the results of Chi Square and independent sample T tests, the matched sample has fewer males, more transfer students, fewer minorities, more part-timers, and more students with declared majors, and is slightly older than the new and transfer students in the population (See Table 13 on the next page). Although these are statistically significant differences, they are likely not to be as meaningful because the "matched sample" size is so large.

Despite the 22% response rate, we can be 99% certain that the true percentage of the population who would select a categorical response lies within the confidence interval. For example, if we asked this sample of 3,458 students from the system which brand of cola they preferred, and 47% said Brand A, we can be 99% certain that between 44% and 50% of all the 16,850 new and transfer students in our system actually do prefer that brand.

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Table 13 Student Demographics[2]

	Matched Sample (3,458)	Population[3] (16,850)
Gender $\chi^2(1, N=16850)=152.147, P<.05$		
Male	1104 (32%)	6,930 (41%)
Female	2,354 (68%)	9,920 (59%)
Average Age $t(16848) = 16.150, P<.05$	29	26
Student Type $\chi^2(1, N=16850)=14.240, P<.05$		
New	2,327 (67%)	11,781 (70%)
Transfer	1,131 (33%)	5,069 (30%)
Ethnicity $\chi^2(6, N=16850)=142.547, P<.05$		
Caucasian, non-Hispanic	2317 (67%)	10023 (59.5%)
Black, non-Hispanic	385 (11.1%)	2720 (16.1%)
Hispanic	366 (10.6%)	2095 (12.4%)
Asian/Pacific Islander	113 (3.3%)	600 (3.6%)
American Indian/Alaskan Native	11 (0.1%)	91 (0.5%)
Unknown Ethnic Group	220(6.4%)	1184 (7.0%)
Non-Resident Alien	46 (1.3%)	137 (0.8%)
Enrollment Status $\chi^2(1, N=16850)=6.688, P<.05$		
Full-time	1214(35.1%)	6233(37%)
Part-time	2244(64.9%)	10613(63%)
Field of Study $\chi^2(1, N=16850)=10.451, P<.05$		
No Declared Major	1248(36.1%)	6483(38.5%)
Declared Major	2210(63.9%)	10367(61.5%)

[2] In some cases values will not sum to 3,458 o: 16,850 or 100% because of missing data

[3] Includes the 136 inmates enrolled at ASCC for ease of computation and does not significantly change the results.

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